# Relationship of E-learning Readiness, Online Self-regulated Learning and Academic Dishonesty among Undergraduate Nursing Students: a Cross-Sectional Correlational Study

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## Introduction and aim

E-learning readiness and online self-regulated learning may relate differently to academic dishonesty, but evidence integrating these constructs in nursing education is limited. Therefore, this study was conducted to examine the relationship of e-learning readiness with online self-regulated learning and academic dishonesty among undergraduate nursing students of Shiraz School of Nursing and Midwifery in 1403.

## Methods

This cross-sectional correlational study included 223 students recruited by convenience sampling at Fatemeh School of Nursing and Midwifery. Eligible students had completed at least one semester and had prior e-learning experience. Demographic and three self-report questionnaires (e-learning readiness, online self-regulated learning and academic dishonesty) were administered; incomplete questionnaires were excluded. Data were analyzed using descriptive statistics and Pearson's correlation tests in SPSS 26, with statistical significance set at $p < .05$.

## Results

- Participants: 223
- Mean age: 21.82 ± 2.20 years
- Mean GPA: 15.86 ± 1.21
- Single: 196 (87.9%)
- Female: 132 (59.2%)
- Dormitory residents: 167 (74.9%)

Questionnaire scores among nursing students (N = 223).

| Measure | Mean ± SD |
|---|---|
| E-learning readiness | 102.93 ± 12.76 |
| Online self-regulated learning | 79.37 ± 11.59 |
| Academic dishonesty | 38.59 ± 11.42 |

Pearson correlations among study variables (N = 223).

| Relationship | r | p |
|---|---|---|
| Readiness ↔ Academic dishonesty | +.298 | < .001 |
| Readiness ↔ Self-regulated learning | +.309 | < .001 |
| Self-regulated learning ↔ Academic dishonesty | −.237 | < .001 |

## Discussion and conclusion

Greater e-learning readiness was associated with both stronger online self-regulated learning and higher reported academic dishonesty. Stronger self-regulated learning was associated with lower reported dishonesty. The opposing direct and indirect associations challenge a simple interpretation of readiness as either protective or harmful. They provide a rationale for further evaluation of integrated educational support while remaining insufficient to establish causal mediation or intervention effectiveness.

## Recommendations

Nursing educators could evaluate self-regulated learning support alongside academic-integrity education. Longitudinal and experimental studies are needed to assess temporal relationships and determine whether these educational approaches improve academic conduct.